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AUTHOR	Schull, Amy P.
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ABSTRACT

Intended for the student interested in obtaining high speed and control, the course includes drills that will enable the student to prepare more complex business forms and reports with a high degree of speed and accuracy. It is a culminating basic course for vocational competency, requiring the course Advanced Clerical Typewriting (7705.11) as a prerequisite to enrollment. A pretest is included as a teacher aid for student placement. Eight performance objectives are specified. Course content includes: (1) equipment and supplies, (2) supplementary needs, (3) skill building, (4) production of business leters, (5) production of report typing, (6) production of business forms, (7) transcribing machine, (8) reproduction typing, (9) language usage and grammar review, (10) standards review, and (11) exploratory typing. Procedures, strategies, and learning activities are suggested and evaluative instruments described. A 5-page bibliography lists student and teacher resource materials and a 15-page appendix includes a personal data sheet, test forms, a manuscript review, and study sheets. (MW)

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ADVANCED TYPEWRITING SKILL BUILDING

Business Education--7705.31 (New: 7766.31)

CE002080

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

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ADVANCED TYPEWRITING SKILL BUILDING

7705.31 (New: 7766.31)

Business Education

Written by Amy P. Schull
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

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I. COURSE TITLE—ADVANCED TYPEWRITING SKILL BUILDING

II. COURSE NUMBER—7705.31 (New: 7766.31)

III. COURSE DESCRIPTION

A. Synopsis

For the student interested in obtaining high speed and control. Includes drills that will enable the student to prepare more complex business forms and reports with a high degree of speed and accuracy. This is a culminating basic course for vocational competency; advanced courses are available for specialized applications.

B. Textbook

One or more of the state adopted textbooks and/or one of the department's choosing.

C. Occupational Relationships

Clerk typist	Card-punch operator
Receptionist	General office worker
Stenographer	Billing clerk
Teacher aide	

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed

The student should have attained the objectives of Advanced Clerical Typewriting (7705.11) prior to enrollment in this course.

B. Pretest

This test should be used to determine whether the student has attained the objectives of the preceding course and/or the objectives of this course. It should also help the teacher determine individual placement within the class.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon completion of the course, the student will be able to—

1. type finished copies from rough draft material containing proofreaders' marks at a minimum rate of 30 gross words a minute with no more than 5 errors on a 5-minute timed writing;

2. squeeze and spread letters and justify margins in a one-page problem on at least two kinds of typewriters;

3. type two or more business letters with carbon copies, envelopes, and a schedule or table that is included from directions and information given on a transcription machine at a minimum speed equal to his net PRAM from printed copy;

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

4. type a 5-minute timed writing (syllabic intensity of 1.5) at a minimum rate of 40 gross words a minute with no more than 5 errors, and type a 10-minute timed writing (syllabic intensity of 1.5) at a minimum rate of 35 gross words a minute with no more than 10 errors;

5. recognize 21 of the most commonly used business forms and select the proper form needed for a given problem;

6. type six or more different business forms from a group of unarranged announcements, memorandums, reports, outlines, manuscripts, itineraries, and financial statements applying oral or written directions accurately at a minimum speed of 15 net PRAM;

7. prepare given material for duplication, making any necessary corrections, using the required form for the particular job; and

8. type sequential problems according to directions given, one step at a time (i.e., type a mailing list, type index cards from the list, type correspondence from the index cards, etc.)

VI. COURSE CONTENT

A. Equipment and Supplies
   1. Basic needs
      a. Typing desk for each student; adjustable
      b. Typewriter--electric
      c. Chair suitable for typing posture
      d. Textbook for each student
      e. Demonstration stand and typewriter
      f. Paper
      g. Business forms
      h. Carbon paper
      i. Correction tape, correction fluid, pencil and ink eraser
      j. Stopwatch
      k. Wall posture chart
      l. Wall business letter chart
      m. Four or more transcribing machines with foot pedals, headsets, and pre-dictated belts
   2. Supplementary needs
      a. Video playback units and monitors on tables (or monitors with remote centers)
      b. Overhead projector
      c. Filmstrip projector
      d. Record player
      e. Opaque projector
      f. Screen

VI. COURSE CONTENT, Continued

B. Skill Building
   1. Timed writings (One-, three-, five-, and ten-minute)
      a. Sentence, paragraph, script, rough draft, statistical, technical, legal, medical and straight copy drills
         (1) Speed
         (2) Accuracy
   2. Reinforcement drills
      a. Balanced hand drills
      b. One-hand drills
      c. Long word drills
      d. Shift key drills
      e. Figure and symbol drills
      f. Alignment drills
      g. Tabulation drills
   3. Production drills
      a. Letter parts
      b. Manuscripts and reports
      c. Statistical tables
      d. Business forms

C. Production of Business letters
   1. Block style
   2. Modified block style without paragraph indentions
   3. Modified block style with paragraph indentions
   4. Letters on odd-sized stationery
   5. Special form letters (attention lines, subject lines, second page headings, AMS simplified, hanging indentions)
   6. Carbon copies
   7. Envelopes
   8. Mixed punctuation
   9. Open punctuation

D. Production of Report Typing
   1. Form
      a. Unbound
      b. Leftbound
      c. Top bound
   2. Components
      a. Footnotes
      b. Table of contents
      c. Bibliography
      d. Title page
      e. Body
   3. Content
      a. Sales report
      b. Research report
      c. Agenda of meeting
      d. Summary of speech
      e. Business report with source

VI. COURSE CONTENT, Continued

E. Production of Business Forms
1. Purchase orders
2. Purchase requisitions
3. Credit memoranda
4. Invoices
5. Interoffice memoranda
6. Telegrams
7. Statements of account
8. Voucher checks
9. Form letters (direct mail)
10. Index cards
11. Labels for mailing
12. Labels for folders
13. Fill-in forms
14. Employment applications
15. Post cards
16. Insurance forms
17. Medical forms
18. Tax forms
19. Banking forms
20. Business reply messages
21. Bill of lading
22. Order acknowledgement cards

F. Transcribing Machine (Review and Skill Development)
1. Proper use of machines and belts
   a. Foot pedal
   b. Scanner
   c. Volume control
   d. Tone control
   e. On-off switch
   f. Headset
   g. Insertion of belt
   h. Other machine parts
2. Proper use of index tab
   a. Starting points of letters
   b. Starting points of directions
   c. Figuring words in letters to determine proper placement
3. Production from pre-dictated belts
   a. Various types of business forms
   b. All types of business letters

G. Reproduction Typing (Review and Skill Development)
1. Stencil duplication
2. Spirit duplication
3. Methods of making corrections
4. Duplicating machines

VI. COURSE CONTENT, Continued

H. Review of English Usage and Grammar
   1. Punctuation and capitalization drills
   2. Word division drills
   3. English usage drills

I. Review of Acceptability Standards
   1. Rough draft drills
   2. Proofreading drills
   3. Erasing practice drills
   4. Drill on other methods of making corrections (correction paper, white-out, etc.)

J. Exploratory Typing
   1. General service office
      (Mailing-list index cards, folder labels, form letters, form messages on post cards, summary of talks, voucher checks, and news items)
   2. Sales department
      (Interoffice memos, chain feeding of envelopes, post cards, typing index cards from mailing lists, filling in order acknowledgement cards, preparing reports for duplication, typing news releases, form letters with changes, and form letters from form paragraphs)
   3. Financial division
      (Business reports, trade-in schedule, table of delinquent accounts, duplication of collection letters, typing collection letters, invoices, balance sheet, and income statement)
   4. Executive offices
      (Itineraries, personal style letters, telegrams, letter composition, executive letters, agenda for a meeting, and minutes of a meeting)
   5. Government office
      (Reports, letters, notice and agenda of meeting, and minutes of a meeting)
   6. Legal office
      (Printed legal forms, backing sheets, power of attorney, wills, endorsements, agency contract, and legal letters)
   7. Technical office
      (Research report, computer report, two-page technical letters, specification letter, and specification sheet)
   8. Medical office
      (Abstract of medical research report, office memo, patient identification cards, medicare insurance form, medical insurance form, report of operation, two-page medical letter, and master copy for photo reproduction)
   9. School office
      (Form letters, absentee lists, index cards, records of new entrant, PTA newsletters, and programs)

VI. COURSE CONTENT, Continued

10. Travel agency
(Tables, letters, itineraries, and index cards)
11. Advertising office
(Interoffice memos, advertising displays, tables, and news releases)

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

A. Course Strategy and Method

The methodology to be utilized should be directed toward training the typist in all areas which will make him successful in office employment. Emphasis should be on production.

Reinforcement through technique improvement drills, timed writings, demonstrations, practice sessions, performance and/or written tests, and problem solving is suggested. Introduction of various business forms most frequently used should be followed by drills in recognition, typing, and proper usage.

Sufficient practice material should be offered to the student in all areas to enable him to build greater production skill. Time limits of varying lengths should be set for production jobs. (Thirty minutes, one hour, one week, etc.)

Field trips and the use of guest speakers can be a successful adjunct in the student's training. When the student is being introduced to office routine in different types of business offices, trips and guest speakers can be particularly useful.

The student should be permitted to work at his own rate with minimums established and take as long as he needs to satisfy himself and his teacher that he has attained sufficient competency for employment. (Minimum goals should be constantly reviewed and revised for the individual student so that he will strive for greater production levels.)

B. Skill Building

Timed writings should be given on a regular basis so that the student will maintain the skill he has previously acquired. Short timings of one minute or less on paragraphs and sentences and five- and ten-minute writings on straight copy and rough draft material should be utilized. Timed writings using script, statistical material, and rough draft material should be offered and compared with the student's straight copy typing. GWAM should be computed for each writing. The student should

be encouraged to evaluate his scores on the basis of the following chart which indicates an acceptable comparison:

Statistical Copy	66% to 75% of straight copy rate
Rough Draft	68% to 85% of straight copy rate
Script Copy	75% to 90% of straight copy rate

A student-teacher conference should be utilized to study the results and determine the areas in which the student needs practice to bring his performance up to acceptable standards. Each student should be offered work in the areas where a weakness is discovered.

Review in tabulation and alignment should be offered to strengthen the student's skill before proceeding to the typing of tables and forms. As the student progresses in the typing of forms and tables, higher goals should be set so that he will strive to increase his production rate.

C. Business Letters

The student should be offered all types of letters with a goal of improved production and reinforcement in understanding letter styles. Addressing envelopes from a mailing list and inserting necessary information, such as addresses and names on form letters, should be included. Typing form letters from form paragraphs should also be introduced. Alignment drills will be helpful in this area. Increased use of carbon copies and special drills on envelope typing should be included.

Special emphasis should be placed on the typing of mailable letters and the correct placement of letters on the page. The appearance of the overall product should be stressed and the student should be encouraged to be proud of the product he produces. Review of margin settings, with special emphasis on the size of stationery and letter length, will help in developing a sense of good letter placement.

Timed writings on parts of letters should be offered. Once the student is secure in his knowledge of the parts of letters and the rules for each type of business letter, repetition of sections of a letter with emphasis on speed of setup and typing will be an adjunct in the building of production rate. Minimum goals should be set for the student and gradually increased as the student's skill increases. Since the object is to individualize instruction at this point, individual goals should be set and revised periodically.

D. Report Typing

Basic rules for manuscript typing should be reviewed. The student should be offered material to type that will reinforce

these rules. The teacher should determine the individual needs of the student in this area. Different types of reports should be offered to the typist. The teacher should help the student understand the rules to apply in each situation. Drills on parts of reports (i.e., headings, tables, footnotes, etc.) should be utilized with the goal of an increase in production rate.

E. Business Forms

1. Form recognition

Printed forms vary greatly even when used for similar purposes. A purchase order, for example, can be printed in many forms, but it will contain basically the same information. The student should be reviewed in the basic rules of tabulation and placement. When a form contains ruled columns, the student should be able to determine the center of a given column and place the typed material properly within that column. The alignment scale will be useful in determining the number of strokes available within a given space.

The student should be familiar with proper techniques before he types actual forms. Once the techniques have been mastered, rate of production should be emphasized.

The student should become familiar with the various forms that businesses use. Drills should be given which will aid in determining what form to use when a problem arises.

The student should be given an opportunity to type the forms with reference to the areas in which they will be used. For example, a shipping department would of necessity handle bills of lading, invoices, memorandums, tax charges, etc. Emphasis should be on increased production as well as on understanding of the actual use of the form in question.

2. Accuracy

Emphasis must be placed on the need for absolute accuracy in typing purchase orders, invoices, credit memos, checks, etc. Students should be taught the importance of checking figures and extensions before typing. Some drill in computation might be helpful. The student's need in this area should be determined. Those students who show a lack of simple computational skills should be encouraged to work at improvement in this area. Again, analysis of the individual needs is a must at this stage of development. Accuracy on medical forms, insurance forms, legal documents, and tax forms should be stressed since an undetected error in content or typing could make a contract binding on incorrect or unsupported facts and figures.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

3. Production

After practicing the various techniques and becoming familiar with the many forms, the student should be given actual practice in filling out these forms until he is able to do so accurately and rapidly. Varying time limits should be set for the completion of assigned work. Emphasis should be placed on an increasingly greater production rate.

F. Reproduction Typing

This unit is a continuation of an exploratory experience for the student. For those who desire special skills in the use of reproducing equipment, it is suggested that they take the course that deals specifically with this area—Duplicating Processes, 7718.03.

The student will concern himself with the typing of the material to be reproduced. Emphasis should be on the proper form necessary for various types of material to be duplicated.

G. English Drills

English usage and grammar drills, punctuation and capitalization drills, and word division drills should be reviewed periodically. Rules as well as drills can be found in most typing texts for reinforcement in these areas. Additional material can be found in "Resources for Students."

H. Acceptability Standards

The student should be drilled in making corrections in typing. He should have practice in erasing on both originals and carbon copies. He should also learn to use correction paper, liquid correction fluid, squeezing and spreading techniques, etc. These exercises should be offered until the student can produce a reasonable quantity of acceptable and mailable copy.

I. Exploratory Typing

The purpose of this unit is to enlighten the student so that he may make an intelligent selection of the next course in typing that he can elect.

Discussions should be held in class, describing the actual work to be expected in a particular type of business situation. Students should have an opportunity to understand the sequence of work to be done. Field trips and guest speakers will help considerably in this area.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

A simulated work situation should be attempted. The student should be offered sequential work assignments. For example:

1. Prepare a mailing list from given information.
2. Type reference or file cards for each name listed on the mailing list.
3. Prepare folders for each person on the list. Type folder labels and affix to folder. Arrange the folders in alphabetic order.
4. Type a letter or letters to all persons on the mailing list. File the copies in the appropriate folder.

OR

1. Type an itinerary.
2. Type a letter indicating a change in the itinerary.
3. Send a telegram to a sales representative informing him of the arrival of the executive.
4. Type an agenda for a sales representatives' meeting.
5. Type the minutes of the sales representatives' meeting. Reproduce the minutes of the meeting and mail a copy to all members.

VIII. EVALUATIVE INSTRUMENTS

A. Tests

Suggested items for tests may be found in the sample evaluative instruments in the appendix of this course.

The pretest and posttest should include all of the following types of test items. The interim tests may be limited to one or more of the types depending upon the purpose for testing.

Ideally, all tests are administered to an individual student at proper points in his progress.

TYPE	PURPOSE
Fundamental Skills Test	To determine if students have developed the basic skills necessary for production typing of forms, reports, letters and envelopes.
Letter Test (including addressing of envelopes and use of carbon copies)	To determine whether the student has developed the ability to type mailable letters and is continuing to increase his production rate in this area.

VIII. EVALUATIVE INSTRUMENTS, Continu d

TYPE	PURPOSE
Forms Test	To determine whether the student can type business forms in the correct manner with all errors corrected. An increasing rate of production should be emphasized in this area.
Tabulation Test	To determine the student's ability to type a tabulation problem with correct margins, spacing, and headings.
Objective Test	To use as a learning aid to check and reinforce the student's understanding of basic information.
Production Timed Writing	To measure the speed and degree of accuracy of the student in typing problems.
Transcription Test	To determine the student's ability to type letters and follow instructions as directed from material on a recording machine.
Manuscript/Report Test	To determine the student's ability to type manuscripts and reports that include footnotes, tables of contents, bibliographies, title pages, etc., in the prescribed form and in a given period of time.

B. Grading

There is no "one" method of grading that is best. It is suggested, however, that there be consistency in grading throughout the course.

All production work should be evaluated on the basis of its relationship to the standards included in the objectives. In scoring production tests, it is recommended that Net Production Rate a Minute (Net PRAM) be used. In order to compute the Net PRAM, follow these steps:

1. Determine the total words typed.
2. Subtract 10 for each uncorrected error.
3. Divide this amount by the time of the test.

Scores may be placed in rank order and letter grades assigned, using minimums stated in the objectives as the minimum skills for a passing grade.

IX. RESOURCES FOR STUDENTS

A. Textbooks

International Business Machines. Short Course for the IBM Selectric Typewriter. IBM Corporation, Office Products Division, 1968.

Lessenberry, D. D.; Crawford, T. James; Erickson, Lawrence W.; Beaumont, Lee R.; and Robinson, Jerry W. Century 21 Typewriting, Complete Course. Cincinnati: South-Western Publishing Co., 1972.

Lessenberry, D. D.; Crawford, T. James; and Erickson, Lawrence W. 20th Century Typewriting, 9th edition. Cincinnati: South-Western Publishing Co., 1967.

Liles, Parker; Brendel, Leroy A.; and Krause, Ruthetta. Typing Mailable Letters, 2nd edition. New York: Gregg Division of McGraw-Hill Book Co., 1969.

Rowe, John L.; Lloyd, Alan C.; and Winger, Fred E. Gregg Typing, 191 Series, 2nd edition. Book I. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Rowe, John L; Lloyd, Alan C.; and Winger, Fred E. Gregg Typing, 191 Series, 2nd edition. Book 2. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Wanous, S. J. Personal and Professional Typewriting, 3rd edition. Cincinnati: South-Western Publishing Co., 1970.

Wanous, S. J. Personal Typewriting. Cincinnati: South-Western Publishing Co., 1959.

B. Drill Books and Practice Sets

Beaumont, Lee R.; Dye, Franklin H.; and Johnson, Ronald D. Typewriting Speed/Control Builders. Cincinnati: South-Western Publishing Co., 1972.

Bell, Mary L. Speed Typing, 3rd edition. Cincinnati: South-Western Publishing Co., 1958.

Bendixen, Ethel T. and Carter, Juanita E. Production Typing, 3rd edition. Cincinnati: South-Western Publishing Co., 1967.

Blendon, Edward G. and Nalepa, Barbara H. Quick Survey Course in Forms Typing. New York: Gregg Division of McGraw-Hill Book Co., 1968.

IX. RESOURCES FOR STUDENTS, Continued

B. Drill Books and Practice Sets, Continued

Bowman, Wallace B. Business Letter Typing. Cincinnati: South-Western Publishing Co., 1965.

Fries, Albert C. Timed Writings about Careers. Cincinnati: South-Western Publishing Co., 1963.

Frisch, Handal. Applied Office Typewriting. New York: Gregg Division of McGraw-Hill Book Co., 1969.

Grubbs, R. L. and White, J. L. Sustained Timed Writings, 2nd edition. New York: Gregg Division of McGraw-Hill Book Co., 1963.

Ligouri, Frank E. Basic Typewriting Operations: Principles and Problems. Cincinnati: South-Western Publishing Co., 1965.

Rahe, Harves. Business Letters for Typing. New York: Pitman Publishing Co., Reprint in 1963.

Rowe, John L. and Etier, Faborn. Typewriting Drills for Speed and Accuracy, 3rd edition. New York: Gregg Division of McGraw-Hill Publishing Co., 1966.

Sandry, Esther. Typewriting Office Practice Set. New York: Pitman Publishing Corporation, 1961.

Wanous, S. J. and Wanous Edward E. Basic Typewriting Drills, 4th edition. Cincinnati: South-Western Publishing Co., 1968.

Wanous, S. J. Statistical Typing with Tabulation Problems, 2nd edition. Cincinnati: South-Western Publishing Co., 1956.

C. Reference Manuals

Abbreviations for Use with ZIP Codes. Post Office Department, Washington, D. C. 1967.

Gavin, Clifford R. and Hutchinson, E. Lillian. Reference Manual for Stenographers and Typists, 3rd edition. Gregg Division of McGraw-Hill Book Co., 1961.

House, Clifford R. and Koebele, Apollonia M. Reference Manual for Office Personnel, 5th edition. Cincinnati: South-Western Publishing Co., 1970.

House, Clifford R. Typewriting Style Manual. (Correlated with 20th Century Typewriting, 9th edition.) Cincinnati: South-Western Publishing Co., 1968.

IX. RESOURCES FOR STUDENTS, Continued

C. Reference Manuals, Continued

How to Spell It. Sperry Rand Corporation, 1340 West Flagler, Miami, Florida, 1967.

Leslie, Louis A. 20,000 Words, 6th edition. New York: Gregg Division of McGraw-Hill Book Co., 1971.

Silverthorn, J. E. and Perry, Devern J. Word Division Manual, 2nd edition. Cincinnati: South-Western Publishing Co., 1970.

Tips to Typists. Smith-Corona, 3950 Biscayne Blvd., Miami, 1967.

25 Typing Shortcuts. Sperry Rand Corporation, 1340 West Flagler, Miami, 1967.

D. Learning Activity Packages (For Review)

Eleven of 32 Touch Typing media packages that are available from the Department of Media Services, Dade County Public Schools (1971), may be used for review purposes:

11S-MP-22 HORIZONTAL AND VERTICAL CENTERING
11S-MP-23 PAGE LINE GAUGE
11S-MP-24 WORD DIVISION
11S-MP-25 VARIATIONS IN CENTERING
11S-MP-26 PARTS OF LETTERS
11S-MP-27 CARBON COPIES AND SMALL ENVELOPES
11S-MP-28 PROOFREADERS' MARKS
11S-MP-29 TABULATION WITH MAIN AND SECONDARY HEADINGS
11S-MP-30 TABULATION WITH COLUMNAR HEADINGS
11S-MP-31 OUTLINES
11S-MP-32 MANUSCRIPTS

E. Videotapes (For Review)

Videotapes (one-half hour each) correlated with the above learning packages are available from the Department of Media Services, Dade County Public Schools (1971).

F. Audiotapes

Both South-Western Publishing Company and Gregg Division of McGraw-Hill Book Company have sets of audiotapes correlated with their respective textbooks. One tape of particular value to this course is Typewriting Tapes for Clerical Office Typewriting, Basic Skills, (Cincinnati: South-Western Publishing Co.). Classroom teachers should prepare other tapes to assist individual students.

X. RESOURCES FOR TEACHERS

A. Books

Teacher manuals and/or keys are available for most of the books listed in the previous section, Resources for Students, from the respective publishing companies.

Lessenberry, D. D. Methods and Materials for Teaching Typewriting. Cincinnati: South-Western Publishing Co., 1962.

Ligouri, Frank E. Basic Typewriting Operations—Principles and Problems. Cincinnati: South-Western Publishing Co., 1965.

Robinson, Jerry W. Practices and Preferences in Teaching Typewriting. Cincinnati: South-Western Publishing Co., 1969.

West, Leonard J. Acquisition of Typewriting Skills. New York: Pitman Publishing Co., 1969.

B. Audio-Visual Aids

1. Films

The IBM Selectric. 16 mm, 8 min., color, sound. BPI Catalog No. 1-05496.

Right at the Typewriter. 16mm, 24 min., B/W, sound. BPI Catalog No. 1-31383.

Right Touch. 16 mm, 18 min., color, sound. BPI Catalog No. 1-13131.

2. Transparencies

Volume 3, Gregg Typing Transparencies Library, TABULATIONS, 07-089303-9.

Volume 4, Gregg Transparencies Library, FORMS, 07-089304-7.

Volume 5, Gregg Typing Transparencies Library, MANUSCRIPTS AND REPORTS, 089-3057.

Volume 6, Gregg Typing Transparencies Library, CORRESPONDENCE (in 2 books), 089-3065.

Typing Production. (20 visuals), 15-3703-4, Enfield's, 3M Business Systems, 4000 N. W. 30th Avenue, Miami, Florida, 633-1551. (15-3704-2, prepared color transparencies)

T-306, South-Western Publishing Company.

X. RESOURCES FOR TEACHERS, Continued

B. Audio-Visual Aids, Continued

2. Transparencies, Continued

Western Publishing Educational Services, 1220 Mound Avenue, Racine, WI 53404.
J8-779 through J8-788—Various types of letters w/overlays
J8-789 through J8-791—Types of punctuation in letters w/overlays
J8-793 and J8-794—Folding for large and small envelopes w/overlays
J8-796 through J8-817—Business forms, tabulations, and manuscripts w/overlays.

C. Teaching-Learning Aids (From South-Western Publishing Company and Gregg Division of McGraw-Hill Book Company)

1. Certificates of credit and proficiency
2. Award pins and charms
3. Progress charts
4. Rolls of honor
5. Instructional wall charts

D. Periodicals

Balance Sheet, The. New York: South-Western Publishing Company. Monthly, October through June.

Business Education Forum. Washington, D. C.: National Business Education Association. Monthly, October through May.

Business Education World. New York: Gregg Division of McGraw-Hill Book Company. Five issues each school year.

Business Today. Princeton: Princeton Revue Publishing Company. Monthly.

Journal of Business Education. East Stroudsberg, PA: Robert C. Trethaway. Monthly, October through May.

Typewriting News. Cincinnati: South-Western Publishing Company. Semi-annual.

E. Wall Charts

Teaching Aids Incorporated, P. O. Box 3527, Long Beach, CA 90803, has the following wall charts in its current catalog:

Five Behavior-Pattern Cartoons, Set No. T-2 (19" x 25"), $15.
Five Letter Style Charts, Set No. T-1 (25" x 38"), $20.
Five Typing Technique Cartoons, Set No. T-3 (19" x 25"), $15.
Two Manuscript Guide Charts, Set No. T-5 (19" x 50"), $12.
IBM Selectric Keyboard with Simulated Keypunch, Set No. T-8 (25" x 38"), $5.

APPENDIX

BUSINESS FORMS TEST

You will receive a set of forms from your instructor that you will use in typing the following problems. You will have the entire period to complete them. All errors must be corrected. Make a carbon copy for all problems. Type an envelope where indicated.

Business-Reply Message

Message to: Mr. John Jones, Vice President/ Main Office/ date

We are finding extensive shortages on board feet of lumber from Feeder Mill No. 3. The shortages have occurred on deliveries for each of the last five weeks. / Will you please send me instructions regarding action you wish us to take?/ S. R. Brown/ Receiving Forman/
Company mail envelope

Reply: Date/ Will you please visit the Davis Feeder Mill right away, observe operations, talk with the foreman, and report back to me. Describe the situation and make your recommendations. / What is the situation on deliveries from each of the other feeder mills? Do we face serious shortages on raw material in the near future? / John Jones

Telefax Night Letter

TRC Charge to: Southwest Manufacturing Co. Miami, Florida (current date) Smith Construction Company/ 3794 Washington Street, Toledo, Ohio./ Order #5873 for 30 pcs., 8" 25-ft. "I" beams will be shipped within 12 days. Other shipments will be released as designated in contract. Bruce L. Kekman/ Production Manager (xx)

Bill of Lading

Shipper's No. 18657
Carrier Southwest Transit
From Charleston Products Co.
Date December 4, 19—
At Toledo, Ohio
Consigned to Service Builders, Inc.
Destination 356 Chester Street Miami City Dade County Florida State
Routing Atlanta
Delivering Carrier Southwest Transit Vehicle or Car Initial RX NO. 9436

Packages	Description	Weight
12	Sanding disks	6#
8	Shelving units	138#
10	Railing sections	125#
4	Top-mount lavatory faucets	14#

Shipper Charleston Products Co.
Permanent address of shipper 1718 Fairmont Drive, Toledo, Ohio

Voucher Check

Type in duplicate voucher check dated February 15, 19—, for the signature of the Treasurer of the Miami Recreation Assoc. Calculate total amounts, being sure to deduct invoice amounts marked CR which are credits to the Miami Recreation account.

TO: Jiffy Cleaning Products, Inc.
1790 Alton Road
Miami Beach, Florida 33132

Date	Invoice	Amount
January 1	TH-1400	212.50
12	Q-215 Cr	15.20
15	TH-1642	75.24
22	TH-1985	12.00

W-4 Employee's Withholding Exemption Certificate

Complete the above form. Use your name, address, social security number, and current date. You will claim both exemptions as a married person and additional exemptions for three children and a blind grandparent who lives with you.

Patient Identification Card

Type a Patient Identification Form using the information given below. Use your judgment in arranging the form.

Patient's name and address	Sabina, John F./ 189 Oleander Dr./ Los Angeles, Calif. 90042/
Name of spouse or parent	Barbara Sabina (wife)
Employer's name and address	Patient retired
Date	6/20/—
File No.	867-8135C
Age	68
Height	5'10"
Weight	178
Telephone	987-6543
Insurance	Medicare

Typing a Balance Sheet

Directions: Type the following balance sheet, arranging the data in a form that you consider appropriate.

Midwest Sales Company
Balance Sheet
March 31, 19—

Assets			
Cash		9,600.00	
Accounts Receivable		3,300.00	
Merchandise Inventory		4,600.00	
Prepaid Insurance		330.00	
Supplies on Hand		300.00	
Office Equipment		7,200.00	
Stockroom Equipment		12,100.00	
Total Assets			37,430.00
Liabilities			
Accounts Payable			4,600.00
Owner's Equity			
John Brown, Capital			32,000.00
Net Income	1,230.00		
Less Withdrawals	400.00		830.00
Total Owner's Equity			32,830.00
Total Liabilities and Owner's Equity			37,430.00

PERSONAL DATA SHEET

Directions: Type your own personal data sheet in a form you consider appropriate. Be sure to include the following information.

Personal Information
Name, Address, Telephone No.
Age, Place of Birth, Height and Weight, Health

Education
High School, Degree, Major, Grade Average

School Activities

Community Activities

Work Experience

References

You may use any other information which you feel may be pertinent. If you do not have any work experience, your teacher may permit you to use ficticious information in this area.

NEWS RELEASE

Directions: Type the following news item for release to the printer. Justify all margins. Use a 30-space line. Arrange the material in one column first and then prepare it for two columns. Leave 8 spaces between columns.

PAINT DESIGNS ON THE FLOOR

The art of cover-up is an interesting aspect of the currently resurging do-it-yourself movement.

If you cannot afford to replace walls and floors, you may find another solution and sometimes the inventive substitute proves to be more attractive than the original.

For example, old gouged floors always have been an aesthetic deterrent to the beautification of old houses. However, people buy these dwellings, good floors or not, and then put their imaginations to work treating the problem in new ways.

Some people even replace old pine boards by making new ones look old. One man left two random width floorboards outdoors all winter. Then he treated them with creosote until they had almost the exact finish of the original boards.

Many painted floors in bad condition are softwood. These may be repainted in bright colors to flatter the decorative scheme. White is popular in the bowling alley finishes, but some people use blue, pumpkin, yellow, and green. There are those who like dark brown-black lacquered floors.

Outdoor deck paints may be used for good results. One smashing design for floors is a big checkerboard design, but it takes planning and the careful interest of two people.

Improvising as one goes along makes for something individualistic, but don't experiment unless you think it through carefully.

In choosing colorful finishes for floors, the important part of the venture is to be sure the colors will go with present furnishings.

BUSINESS LETTER TEST

A. AMS Simplified Letter

Directions: Type the following letter in AMS Simplified style. Make two carbon copies and type an envelope. Use the current date.

Mr. Harvey Stone/ 1524 Madison Avenue/ Fort Pierce, Florida/ 33901. No-Better Tape Recorder and Stereo Tape Playback/ The enclosed pamphlet shows our 3-speed No-Better Tape Recorder plus Stereo Tape Playback in <u>one</u> Travel-Well case./ You can use this tape recorder as a truly fine stereo music system, or you can do precision magnetic sound tape recording for fun, study, or business. Two amplifiers and two heavy-duty 6-inch coaxial speakers produce a musical range of stereo splendor as exciting as many full-size consoles./ One of the outstanding features of the No-Better Tape Recorder is its operating simplicity. It records or plays at 7 1/2, 3 3/4, or 1 7/8 inches per second and has an interlock to prevent accidental tape erasures. The entire unit closes into a durable, scuff-resistant black plastic case 18 x 10 x 13 inches—and plays in upright or prone positions./ Allen C. Cole, Sales Department/ (reference initials)/ Enclosure/ You can come to our showroom for a demonstration of the recorder, or we can bring it to your home.

B. Modified Block Letter

Directions: Type the following letter in modified block style with indented paragraphs. Use mixed punctuation. Leave 6 spaces between the tabulated columns. Single space the tabulation with a double space before the first item and after the last. Center the tabulation. Make a carbon copy and an envelope.

(Current date) Precision Manufacturing Company/ 3824 West 36 Street/ St. Louis, Missouri 63124/ Gentelmen/ Monthly distribution for the quarter of last year ending December 31 to the 900 retailers in your sales district are (tabulate)/ October 132,483 / November 165,907 / December 194,637 / As you can see, the sale of our merchandise is highest for the month of December—probably because of the Christmas season. These figures have not changed much the past few years./ We look forward to discussing this matter with your representative at our meeting in New York. I have a number of suggestions from customers which might help stimulate sales even more./ Very truly yours/ Fullbright Manufacturing Company/ R. D. O'Connell/ Sales Manager/ (reference initials)

C. Mailing List, Index Cards, and Form Letters

The following information was taken from a local telephone directory. Prepare a mailing list, indicating the name, address, city and state, and telephone number of the persons listed. Leave four spaces between columns. Double space the material on a full sheet of paper.

Haiti Business School, 2819 W. 83rd Street, Hialeah, Fla. 453-2567
Haitin, Irving, 1176 Miami Gardens Dr., N. Miami Beach, 657-0987
Hiazlip, Ernest W., 4107 S.W. 14 St., Miami, Fla. 751-2719
Hajdo, John K., 6874 N.E. 164 St., N. Miami Beach, Fla. 254-7758
Hakanson, Paul, 2597 Bird Rd., Coral Gables, Fla. 891-3474
Hale, Leo, 50 Miracle Mile, Coral Gables, Fla. 271-5342
Seymour Jadwim, 4759 Woodcliff Rd., Miami, Fla. 444-4543
Joseph Kaufman, 1330 16 St., Miami Beach, Fla. 531-1076
Harold Leonard, 13280 N. E. 17 Ave., N. Miami, Fla. 891-1097
Steven Lewis, 801 N.E. 136 Street, N. Miami, Fla. 891-0056
John V. Maze, 3675 Alton Rd., Miami Beach, Fla. 532-1005
Sandra McCrary, 4569 Royal Oak Dr., Hialeah, Fla. 546-8973
Palph Phillips, 3948 Westchester Blvd., Miami, Fla. 445-5405
Anthony Spitzer, 1479 S.W. 135th St., S. Miami, Fla. 271-4495

When you have completed the mailing list, type a reference card (index) for each name. Prepare a folder with the appropriate label for each person listed. Send the form letter shown below to each person. Use a style of your choosing, make one carbon copy, and type an envelope for each letter.

OFFICE EMPLOYEES REFERENCE MANUAL by Kooh and Kendall is a helpful guide book that every business student should have. It is an excellent supplement for typewriting, shorthand, and office practice classes. It provides ready reference material that will be valuable for all office employees. It is a book that will be just as helpful on the job as in the classroom.

For many of our publications, we provide time-saving teaching aids. Those that correlate with the books you adopt for classroom use will be sent to you upon request.

Thank you for giving us this opportunity to submit these materials for your consideration. We shall be pleased to fill your order.

John L. Davidson, Sales Manager, Greene Publishing Co.

MANUSCRIPT REVIEW

Directions: Complete the following statements with the word or words that will make the statement correct.

1. Manuscripts are typed on $8\frac{1}{2}$ by _____ inch paper.

2. The first page of a manuscript has a top margin of _____ inches.

3. The first line of a paragraph is indented _____, seven, or ten spaces.

4. A manuscript bound at the left has a left margin of _____ spaces.

5. In manuscript typing, quoted material of four (4) lines or more is _____ spaced and indented five spaces on the _____ and _____ margins.

6. The main heading of a report or manuscript is centered according to the _____ of writing.

7. The main heading of a manuscript is followed by a _____ space.

8. The main heading of a manuscript is typed in all _____.

9. Side headings of a manuscript are typed even with the left margin and _____.

10. Side headings are followed by a double space and preceded by a _____ space.

11. The page numbers of a manuscript or report are typed in the upper right corner approximately even with the _____ margin and _____ inch from the top of the page.

12. Other special parts of a manuscript or report are the title page, footnotes, table of contents, and the _____.

13. Footnotes of a report or manuscript are numbered _____ or _____.

14. A list of references used in the report is the _____.

15. Means of recognising and acknowledging a person's words or ideas in a report is by the addition of _____ to the report.

16. The presentation of main divisions and page numbers at the beginning of a report is known as the _____.

Justifying the Right Margin

Copy may be typed with the right margin justified or even. With the exception of the last line in the paragraph, the words in each line are spaced so that the right margin ends at the same place. This is done by adding extra strokes between words to fill out short lines, and using half spaces between words to squeeze words on a line.

Example:

The art of cover-up is an/ interesting aspect of the cur-/ rently resurging do-it-yourself movement.

If you cannot afford to/// replace walls and floors, you// find another solution and some- times the inventive substitute/ proves to be more attractive/// than the original.

For example, old gouged/// floors always have been an aes- thetic deterrent to the beauti- fication of old houses. But//// people buy these dwellings,//// good floors or not and then put their imaginations to work///// treating the problems in new/// ways.

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Changing a Typewriter Ribbon

Listed below are the basic steps to follow in changing the ribbon on most standard typewriters.

1. Wind the ribbon on one spool. Adjust the ribbon-reverse lever on the right spool, unless the spools are interchangeable.

2. Press down the shift-lock key, and move the ribbon-indicator lever to the position for typing on the lower portion of the ribbon. By depressing any two central keys, you can lock the type bars in front of the printing point. This will raise and look the ribbon carrier so that the old ribbon can be removed easily and the new ribbon inserted. Observe how the ribbon is threaded through the ribbon-carrier mechanism.

3. Remove the ribbon from the carrier and remove both spools. Check the way each spool is attached to its hub, and how the ribbon is attached to the empty spool.

4. Hook the new ribbon to the empty spool and wind several inches of the new ribbon on it. Be sure to wind this ribbon in the right direction. Place both spools on their holders and thread the ribbon through the ribbon carrier.

5. Release the shift-lock key and return the ribbon indicator to the position for typing on the upper portion of the ribbon. Unlock the two type bars that were used to raise the ribbon carrier, and the typewriter will be ready for use.

Chain Feeding Envelopes

When preparing material for large mailings, it is more economical and efficient to spend as little time as possible on the typing of envelopes or cards. Chain feeding will facilitate the typing of large quantities of material. Listed below are two recognized methods of chain feeding.

1. Front Feed
    1. Stack the envelopes face down, flap toward you, on the left of the typewriter.
    2. Address the first envelope; roll it back toward you until a half inch shows above the alignment scale.
    3. Insert the next envelope from the front, placing it between the first envelope and the platen.
    4. Turn the cylinder back to remove the first envelope and to place the second one in position. Continue in this fashion, feeding all envelopes from the front of the platen.
2. Back Feed
    1. Stack the envelopes face up on the left side of the typewriter.
    2. Insert the first envelope to typing position and place a second envelope behind the cylinder in the "feed" position.
    3. Address the first envelope. Take the first envelope out of the machine as you insert the second envelope in the "feed" position with the left hand.
    4. As the first envelope is removed, the second envelope will be moved into typing position. Continue in this fashion, feeding the envelopes from the rear.

Tabulation Problems

At this point in his studies, the student should have mastered simple tabulation problems. The teacher must determine which students need additional review before attempting the more difficult tabulation problems.

The following pointers may be helpful to the teacher in his presentation of some of the more complicated aspects of typing tabulation problems.

1. Horizontal rulings

   Horizontal lines may be used to separate columnar headings from the rest of a table. Extend such rulings beyond the sides of the table at least two spaces. Plan the table as usual and use the margin release to permit the typing of these extra spaces on either side. If the table is part of a report and will be followed by additional typing, it is advisable to add a horizontal line at the bottom of the table.

2. Vertical rulings

   Some tables are easier to read if vertical lines are used between columns. If several carbon copies are being typed, it it advisable to make the vertical lines with the colon as the table is being typed. However, if no carbon copies or only one is needed, it is easier to make the vertical lines after the horizontal lines and the table are completed. The paper should be inserted sideways in the typewriter and the underscore used to type the vertical lines. Extend these below the table the same distance as space extends above the last line of the table.

3. Leaders

   Leaders are spaced periods or hyphens that lead the eye from one column to the next. If the first leader falls on an even stroke, all must be on even strokes. If it falls on an odd stroke, all must be on odd strokes.

4. Footnotes (Source)

   Footnotes are used to clarify or enlarge on an item. When typing tables that contain numbers, symbols or letters are preferable to the use of numbers when footnoting.

   a. Allow at least one blank line between the table and the footnote.

Tabulation Problems, Continued

4. Footnotes (Source), Continued

   b. A short footnote is centered under the tabulation. If it requires more than one line, it should be typed as a single-spaced paragraph no wider than the table.

   c. Use an asterisk to indicate one or two footnotes, but use superior letters or numbers if there are more than two.

   d. An identifying mark is typed after the heading.

   e. In a column, asterisks are typed on the straight side of the column; numbers or letters are typed after the item.

   f. In the footnote, the identifying mark precedes the footnote.

   g. Do not include the asterisks or raised characters in your calculations when determing tabulator stops.

5. Tabulation with primary and secondary column headings.

   a. Center the headings over the individual columns. Find the center of the column by spacing forward one stroke for every two strokes in the longest line in the column (or for the heading if that is longer). Backspace one stroke for every two in the heading.

   b. Center the primary heading (braced heading) over all the columns it covers. To find the center of the primary heading, space forward one stroke for every two in all covered columns allowing for spaces between columns as well. Then backspace one stroke for every two in the heading. This will give you the point at which to begin typing.

   c. Do not type the braced heading until the column headings have been typed. Be sure to allow the proper number of lines for the heading.

   d. Double space between the braced heading and the column heading.

6. Tabulation problem within a letter or interoffice memo.

   In order to make the necessary adjustments within a letter or memorandum for a tabulation, it is necessary to know how many additional lines are required.

Tabulation Problems, Continued

6. Tabulation within a letter or interoffice memo, Continued

   a. Determine the number of words in the body of the letter.

   b. Count the number of lines the table will occupy, allowing for the space above and below the table as well.

   c. Multiply the number of lines in the tabulation by 10.

   d. Add this number to the total words in the letter and determine the vertical placement for the inside address (see placement table in your text).

Mathematical Centering of Tabulation Problems

A more exact method of centering material horizontally is the mathematical method. It may be helpful for the student to use this computational method if he cannot grasp the backspace-centering method.

1. Count the strokes in the longest item in the column. (In some instances, it may be the heading that is longest.)

2. Subtract the total strokes used from the number of strokes available on the paper to be used. Divide the remainder by the number of columns plus one to find the spaces in the margin and between columns, OR

   Determine the number of spaces to be left between columns by judgment. Add the total strokes in each column (stop 1) and the total spaces between columns; subtract this sum from the total strokes available on the paper; divide the remainder by 2 to find the number of spaces in each margin.

3. To determine the tab stops, add the number of spaces in the left margin to the number of spaces in the first column and the number of spaces between the first and second columns. Set your first tab at this point. Continue in this fashion until all tab stops have been determined.

4. If the column heading is the longest item, remember to set your tab stop so that the longest item is centered below the heading.

5. Main and secondary headings should be centered by the backspace-from-center method even when the mathematical method is used.

Typing Financial Statements

When typing a financial statement, the student may find that the right-to-left method of planning and arranging his problem will be simpler and faster. Planning by means of the right-to-left method eliminates the need for counting spaces needed for the long explanatory column.

1. Set left margin at one inch. (If the statement is part of a report which is to be bound on the left side an extra half inch must be provided.) Use a one-inch bottom margin and a one and one-half inch top margin (if the report is top bound, an extra one-half inch must be provided). The right margin should be set one inch from the edge of the paper.

2. Move the carriage to the right margin. Backspace one stroke for each stroke needed in the outside column. Set a tabulator stop.

3. Backspace the required number of strokes for the space between columns and for the spaces required for the inside column. Set a tabulator stop. If more columns are needed the same procedure should be followed. You are now ready to type.

4. Each account title should be indented two spaces from the left margin. If an account title requires more than one line, indent the second and succeeding lines two spaces.

5. Total lines should be indented 5 spaces, or a multiple of 5, from the left margin.